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ABSTRACT

In response to a series of problem symptoms related to the influence of television on students, a team of professors at the Universidad de Playa Ancha de Ciencias de la Educacion in Chile undertook a project designed to train television viewers to become critical viewers of the medium. Specific objectives of the project included: (1) to design a methodology to teach students to critically interpret television commercials; (2) to develop a curriculum to promote active viewing for use in both primary and secondary education; and (3) to develop a program of family education aimed at modifying family practices that might promote excessive and indiscriminate television viewing. It was decided that the audience of the project would include primary and secondary school teachers and pre-service teachers and that the program would be field tested in a local primary school using pre-service teachers from the developers' institution. To investigate the influence of family conditions on students' perception of television messages, a descriptive investigation was conducted in the same primary school. This investigation resulted in the development of low cost learning units for use in a future program for training parents to promote critical viewing on the part of their children. Future directions for this project include a focus on the family's influence, the development of critical viewing programs for broadcast on educational television, and further emphasis on improving the preparation of teachers in this area. (16 references) (GL)

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# RESEARCH PROJECT

# THE EDUCATION OF THE ACTIVE TELEVIER OF SCHOOL AGE (EETA)

BY

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Paper presented at the 8th. Cycle of INTERCOM at Sao Paulo, Brazil in September 1985.

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Education of the Active Televiewer of School Age.

Approach to the Problem:

At the beginning of the academic year 1984, a team of professors of the then Academia Superior de Ciencias Pedagogicas of Valparaiso (ASCP-V), the actual Universidad de Playa Ancha de Ciencias de la Educacion, already experienced in pedagogic material for Social Communication Media and Educative Technology, decided to put their new knowledge into practice by means of a holistic and inter-disciplinary focus. Thus psychologists, counsellors and specialists in evaluation joined forces to plan lines of work on television as a social communication media and its influence on the educating using a system-focus model.

The development of an action plan on this theme was due, moreover, to the existence of a series of problem symptoms related to the influence exercised by television on our students. Therefore, it was necessary to document, justify and place in order of importance these necessities so that, later, they could be selected and converted to problems. By this way real problems could be identified as being significant and representative of the population, being later analyzed to find more efficient resources and processes so that they could be effectively solved.

The model which was adopted was understood to be not only a systematic process (in the sense that it was carried out repeatedly, methodically and formally) or as a process of systems in which all parts function together with the aim of achieving established objectives but also as a focus which would identify, justify and select, first of all, important, external problems of television (1). This process was carried out using a Modelo de Elementos Organizacionales (OEM) (Organizational Element Method), which consisted of five steps which relate that which television uses and does to finally establish a union with the external impacts on society (2). The organizational elements are: Inputs; processes; Products; Outputs and Final Results as defined in Table 1.

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It was considered important to emphasize the after effects of television (final Results) since they determine the self-sufficiency and the effective contribution of the person to society; therefore, the determination of internal necessities - vacuums in Products and Outputs - could be better developed with the diagnostic information of the external reality. This is one way of ensuring that this educational project can be a useful media for society's objectives.

Because of the holistic model of planning (OEM) it was decided to carry out a diagnosis of the reality in materials of inputs, Processes and all kinds of results, used and achieved by television. This study was carried out by means of an exhaustive

| INPUTS | PROCESSES | PRODUCTS | OUTPUTS | FINAL RESULTS |
|---|---|---|---|---|
| People<br>Basic Material | Way of being<br>Behaviour | Partial results | Set of products | Effects on and for Soceity |

TABLE No. 1: Organizational Elements Model (OEM)

research of both national and foreign bibliography and also by opinion polls and interviews with pupils, teachers and parents in the diverse educational institutions of our Region. A synthesis of this analysis is shown in Table 2.

If it is certain, as it is, that we found information on previous studies on this theme in our own institution and by their organizations both national and foreign, it is no less certain that they were only partial attempts developed using other research models. However, they were worthy of considerations being pioneer experiments and in as much as they could be transferred to our project once we had defined our objectives and means.

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It is only but just to recognize that a series of studies on the theme of education for television and the semiology of pictures had existed in the ASCP-V since the '70's (3). However, in 1982, there was a change in research on TV and emphasis was given to the study of the pre-primary child as a televiewer and to the analysis of the television messages directed at the pre-primary child (4).

Other important factors which contributed to the starting of this project are to be found in some of the extension work of the ASCP-V and in the visits of foreign experts (5). Also, professors from our institution had the opportunity to take part in practical sessions on the Education of the Televiewer which were given to teachers in Santiago and in Concepcion in 1983. In that same period, a number of important contributions by foreign specialists in the area of the Education of the Televiewer and in general on media education, led the research team to reformulate

| INPUTS | PROCESSES | PRODUCTS | OUTPUTS | FINAL RESULTS |
|---|---|---|---|---|
| National Council of Television (which) is both judge and accused in programming | Exalted programming overrepresents and distorts negative values - violence, hedonism, lust, materialism and sexual anomalies | Children become over active, agressive, irritated and frustrated | Viewers ape the images which do not represent reality | TV does not contribute to improving the quality of life. |
| 4 TV Channels with 85% of programmes foreign<br><br>Efforts by various commercial companies to finance foreign programmes | Televiewers:<br><br>a) watch TV passively and indiscriminately<br><br>b) intolerance to communication<br><br>c) Slow to react when faced by an emergency | Little time given to scholastic work<br><br>Eye Strain<br><br>Generalization of that which is fiction and that which is reality | Foments cultural dependence & erases identity<br><br>Inhibits the child's creative and imaginative capacity | Bad state of physical and mental health<br><br>Little or no human contact and exchanges |

TABLE 2: ANALYSIS OF THE RALITY OF TELEVISION

theoretical models and to try out some methodologies developed abroad which, because of their low cost, appeared appropriate. This was, for example, the case in the methods of introduction to television language of Bruce Horsfield (6)

Therefore, on the basis of the actual situation and according to the requirements of the participants in this project, both of the institution and from outside, one can identify the reality of the future, that which it ought to be, in order to be able to determine the most immediate necessities. The results, both internal and external, are shown. The ideal Inputs and Processes will be determined later once the alternative, possible solutions to the problem are decided.

THE AIMS AND SOLUTION ALTERNATIVES:

Once the needs were documented and the problem established, three important aims were formulated. Each of these corresponds to a hoped for result within the OEM and are named Purpose (for the Final Results), General Objective (for the Outputs) and Final Objective (for the Products).

Purpose - To contribute to the improvement of the quality of our lives as members of an active society.

General Objective To develop a realistic judgement in the televiewer appropriate to the predominant contents of commercial television on the exalted values and distorted reality which television presents.

In short, to awake the televiewer from the usual passivity with which he absorbs these contents.

With the objective of being able to achieve these previously mentioned aims, it was decided to restrict the scope of the project under the title of "Pedagogy of the Social Communication Media" with a specific area called "The Education of the Televiewer.

Thus it was possible to determine specific objectives almost at one. Amongst them are:

| INPUTS | PROCESSES | PRODUCTS | OUTPUTS | FINAL RESULTS |
|---|---|---|---|---|
| | | Pupils able to understand TV messages and to discriminate after thinking about moral aspects, evaluating their position when faced with life in agreement with it is capable of offering according to their own interests and abilities. | People aware of their knowledge about TV as a media of social communication. | Television message ought to contribute to improving the quality of our lives: more effective contribution to society. |
| | | Pupils able to discriminate between the superfluous and the and the substantial the fictitious and the reality. | Achievement of values which humanize society | Maximumphysical and mental health. |
| | | A better distribution of time for study recreation and relations with family and friends | Independence from television<br>Scholastic success<br>Better parent-children relations. | More and better humanrelations. |

TABLE 3 IDEAL REALITY OF TV

1. Designing and appropriate, low-cost, pedagogic methodology to teach pupils to educatively decode television commercials.

2. Elaborate a curriculum of education of the active televiewer suitable for use in secondary education within the national system of education.

3. Elaborate a programme of family education for the formation of active televiewers and to modify family conduct relative to the excessive and indiscriminate consumption of TV. messages.

4. Apply the pedagogic methodology for the education of the active televiewer in experimental form.

5. Apply the pilot plan (curricular) for the education of the active televiewer at primary school level in experimental form.

6. Apply the programme for family education, parallel with the curricular plan, with parents and guardians of the pupils.

Amongst the many requirements and alternative solutions which are considered to achieve the objectives are:

REQUIREMENTS:

1. Obtain at least three hours weekly of dedication to the project by each research worker.

2. integrate the members of the research team with commissions of students doing their thesis, teachers of both state and private schools from primary to secondary levels and of parents or guardians.

3. Obtain a project commitment, and the support of, from the heads of the selected schools and colleges.

4. Have a base with an adequate infra-structure where activities with teachers-students can be carried out.

5. Promote discussion of the theme in meetings with parents and guardians and in teacher's councils.

6. Carry out descriptive studies of work already done on the theme.

7. Integrate experiences in the education of the televiewer with Argentina, Brazil and at national level, taking advantage also of the experience of England and Italy. This to enable an effective transfer of processes.

Solution Alternatives:

1. Design and develop a cycle of courses on the Formation of the Televiewer and on taking advantage of TV. for educational purposes. The cycle to be aimed at primary and secondary school teachers.

2. Programme and give a series of conferences with different experts,

educators, pupils and parents.

3. Prepare a set of documents on material for the education of the televiewer.

4. Design partial projects for students doing thesis work.

5. Process existing information on similar and general studies on the influence of TV to provide a library specialized in the subject as a permanent source of information.

6. Identify problem areas within the Pedagogy of Social Communication Media, specifically TV. so that various lines of action can be developed.

7. Carry out studies of the actual curriculum as used by students of Pedagogy in our institution so that we have a real diagnosis of their formation and thus realize a study with the aim of including Television as a Media of Social Communication as an option or obligatory subject.

8. Offer a consultancy service as a tutorial to those who might require it.

As the first requirement and alternative solution, we consider the investigation, in descriptive form, of some previous information and records on the specific theme of Education for the Televiewer, get to know similar experiences which are already advanced and process such information (requirement 6 and 7 and Alternative 5 of this document). Thus one could establish a theoretical framework which would serve as a more effective guide for this project.

**SOME THEORETICAL SUPPOSITIONS:**

The theoretical model which supports this project supposes that education is a process of dialogue in which the educator and the educated are actors and not spectators (7). On the other had, the educative processes ought to be able to be given in distinct forms of human communication (interpersonal, collective or objective). If in a process of collective medial communication, for example, a child in from of a TV set, the child assumes the condition of a patient (or passive spectator), it is not possible to carry out an educative process. But if the child assumes the condition of an actor (by his action of receiving) it is possible to educate him. The active position implies that the viewer can take advantage of or leave to one side the message according to his own necessities (8)

Educate people on the use of the media signifies the development of a critical conscience, the stimulation of the understanding of the media reality, giving the capacity to understand the construction of media messages and stimulating the receptor's self-questioning.

Without doubt, the method of doing this ought to be through the actions of the educating and his own construction of messages and not through formal classes in which the pupil mainly memorizes.

The socio-economic reality of the environment in which we work is very

diverse. Thus one can also suppose that the technological resources with which instruction can be developed are also diverse. There is no doubt that some methodologies which use high cost equipment (televisions, color televisions, videos, recorders, etc.,) give excellent results (9). However, one must think of transferring or designing low cost methods which can be used in most scholastic sectors of Chile and Latin America, especially in those of remote areas or those in the cities but without adequate resources.

**PROJECT DEVELOPMENT:**

Training Programme for Teams of Teachers.
With the postulated theories already investigated, it became necessary to continue with the work plan initially outlined. Thus it was decided to follow the alternative solutions No. 1,3,4,6 and 7 in parallel form. Lines of specific action were planned by diverse techniques such as the Gantt Chart, etc. As an example, table 4 shows the main functions which ought to be developed relative to the alternative solution NO. 1 which is "Design and develop a cycle of courses on the Formation of the Televiewer and how to take advantage of television in education", aimed at primary and secondary school teachers.

It is useful to indicate that this first cycle was offered to the Municipal Corporation of Valparaiso for Social Development and to the Department of Education of the Bishopric of the same city since many of their teachers had already shown great interest and expressed their need to know ways of counteracting the effect in their pupils of the television message.

Therefore, the cycle of courses for active teachers was intended to satisfy a real necessity of the educators in the area of Pedagogy in the Media which would allow them to recognize the manner of taking advantage of television messages for pupil education and, secondly, to test a systematic way in colleges of educating the televiewer,transferred to other realities or created by themselves (10)

The cycle of courses was given to previously selected teams (selected by their employers with the objective of ensuring their support and the continuity of their experience.

It was extremely important to establish clearly the evaluation criteria and the achievements of middle term once the cycle was finished. A synthesis of this is shown in Table 5. Similarly, lines of action were established for the other alternatives, many of which being carried out in parallel form, that which helped to integrate useful and valid information for the research work.

THEORETICAL RESEARCH: Development of Areas.

One of the tasks which began to be carried out parallel to the course design and which still continues, is that which we call development of areas (see alternative solution No. 5).

Various models for the education of the televiewer have been considered (and in general media education). Some of these are most adequate for their simplicity and aptitude to visualize problems. For example, one can mention

the Method of the Department of Education of West Australia in which the areas of visual codes and media studies are integrated (11). The researcher Gillian Corban selected five areas: techniques; public; the communication media; type of construction and the agents (12) Charles Xuereb, in a star scheme, separates and integrates the communicator, methods, situation, receiver, contents and purpose (13). However, these and other models which we have studied seem to neglect some areas and, in others, not take into account some problems.

In our research, we have partly adopted the model of J. Pierre Golay. This gives the guarantee of considering wider areas to integrate aspects neglected in other models such as self-analysis of the receivers motives (14). Moreover, this model includes the areas of demythification and alphabetization. The first has been dealt with by one of the research teams as follows:

Methodology for the Demythification of TV: Looking beyond the TV screen.

This study is related to the alternative solution No. 4 and was carried out for 15 months with 4 students doing their thesis at post-graduate level. A pilot programme was developed for use with pupils of the last two years of primary school in a college in Valparaiso. That which was lacking in education for TV was diagnosed and material was prepared for two stages, the first being pre-experimental and the second, experimental with the objective of bring the child closer to the reality of television. The method evolved in the pilot programme was characterized by its low cost and the possibility of using it in other primary schools with few resources.

Another study was derived from this same alternative solution and details are given below.

Publicity and Adolescents.

In the alphabetization process, the research work was directed towards the understanding of a determined type of television message. A research team worked with a group of theists on a pilot programme for the analysis of the effects of commercial publicity on adolescents. It is worth mentioning that one of the major problems found was the shortage of bibliography dealing with this influence on adolescents.

The work was carried out in two colleges, one State and the other private, with groups of pupils of the 3rd year of secondary education in Vina del Mar and Valparaiso. Both low cost and sophisticated equipment was used in both colleges (16).

The area of Self-Analysis has been initially studied by groups of theists as follows:

Family Education and TV.

The family was decided to be the best place to achieve the objectives of self-analysis. This would give a more integral work with the support of parents and close family of the children studied. This approach produced important basic factors which have shown that it is useless to insist that

a child applies determined norms to TV viewing if the parents are not willing to accept the need to modify their conduct and, hence, accept the norm for the child.

The task consisted of a descriptive investigation of the reception conditions of the TV message with pupils of the 2nd year primary in Valparaiso where the pupils population for this level is approximately 4,800.

As a product of this work, some learning units have been developed for use in a future Parents School with the theme of Educating the Televiewer. This material has been designed to be available at low cost.

Projections:

If it is sure, as it is, that the immediate results achieved deal with immediate products (diagnosis, ideal conditions, small sample studies, etc.), it is no less sure that this is the starting point for further research. We have accepted that it is necessary to adjust the original plan and to continue modifying it as it develops as a manner of feedback and of optimizing the system.

Together with the distinction of areas, it has been shown necessary to include parallel lines for the education of the televiewer bearing in mind that we are professional educators.

It seemed indispensable to include three lines of action:

1) the school

2) the family

3) the television media

Because of this, we directed the main work in the area of self-analysis to the family even although this is linked with the scholastic system since we deal with parents and guardians.

It seems essential to us to develop programmes through the media and we are starting the design of material for Educational Television on the Education of the Televiewer.

It also seems essential to us to improve the preparation of teachers formed in universities and colleges by means of courses on Pedagogy of the Media or training programmes on this discipline.

We are confident that the act of forming teachers is one which will multiply itself and we also hope that this media will improve the quality of our education.

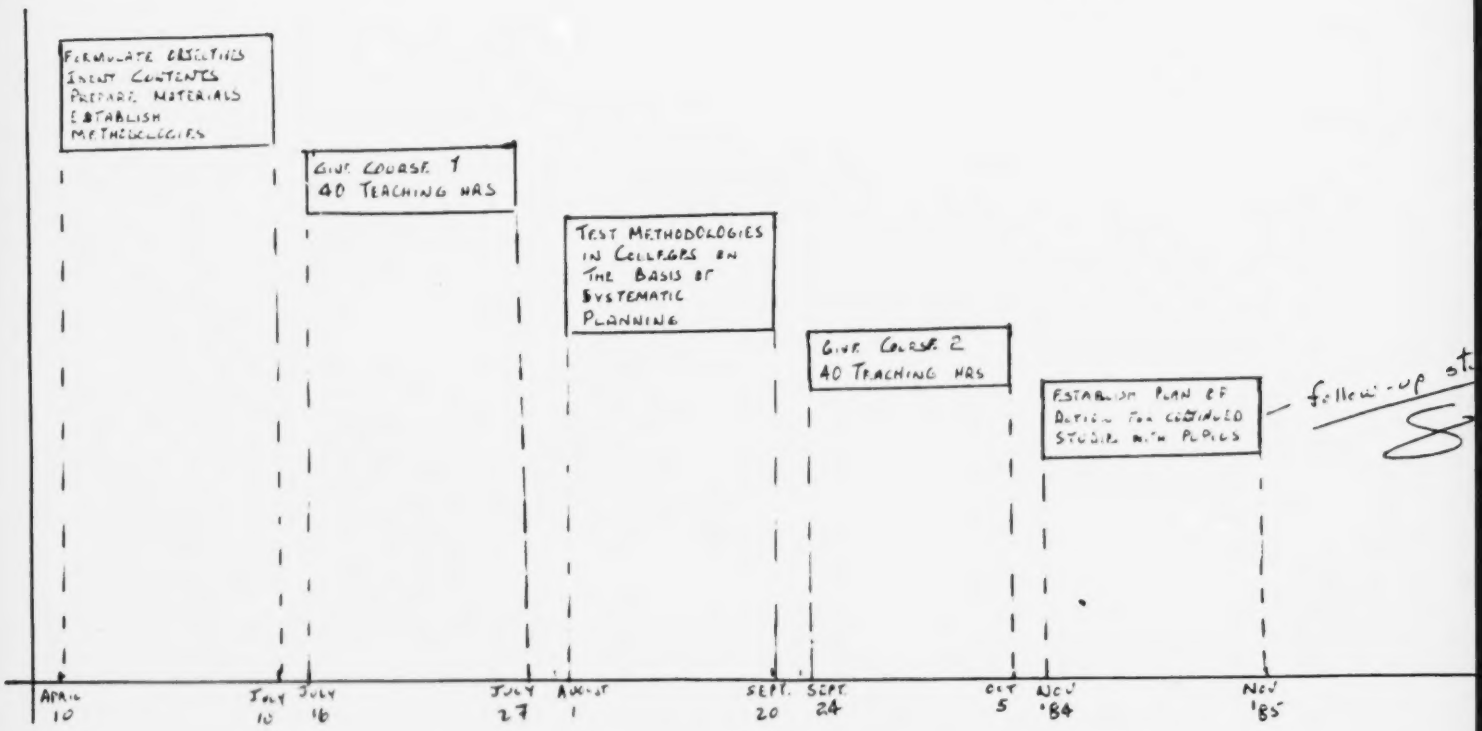


TABLE 4 : PRINCIPAL FUNCTIONS OF THE DESIGN AND DEVELOPMENT OF CYCLE OF COURSES 1984 - 1985

MISSION : ORIGINATE SOLUTIONS FOR IDENTIFIED EDUCATIONAL PROBLEMS BY THE INTEGRATION OR EXPLOITATION OF TV WITHIN A FOCUS ON SYSTEMS.

WHO : TEACHERS - PUPILS OF THE COURSE ON THE FORMATION OF THE TELEVIEWER AND THE EDUCATIVE EXPLOITATION OF TV.

| CHANGE INDICATORS | GRADE | EVALUATED BY (*) |
|---|---|---|
| - INTEGRATION IN TEAMS WITH OTHER COLLEAGUES, COUNSELLOR, MEMBER OF THE TECHNICAL UNIT OR TEACHING AND PARENTS | - FORM SECTION WITHIN COLLEGE WITH 80% OF PARENTS OR GUARDIANS PARTICIPATING. WORK SESSIONS EVERY 15 DAYS. | - MINUTES OF MEETINGS AND IMMEDIATE PRODUCTS. |
| - LOGISTIC STRUCTURE OF COLLEGE | - SECTION DETERMINES HOW TO PRODUCE OR OBTAIN MATERIAL. | - QUANTITY AND QUALITY OF TANGIBLE MATERIAL PROVED IN A COURSE GROUP |
| - DEVELOPMENT OF A METHODOLOGY FOR EDUCATING THE TELEVIEWER IN COLLEGE BASED ON SYSTEMS FOCUS. | - TEACHER WITH ALL PUPILS<br>- ENTHUSIASTIC, ACTIVE PARTICIPATION BY PUPILS<br>- CONSIDER GROUP CONTROL | - INSTRUMENTS OF FORMATIVE EVALUATION ACCORDING TO METHODOLOGY.<br>- QUESTIONAIRE ON ATTITUDES — PRE AND POST TEST. |
| - ESTABLISH AND FOLLOW FUTURE LINE OF ACTION TO DETERMINE SHORT-MIDDLE AND LONG TERM FOLLOW UP STUDIES | - COMPARE ACHIEVEMENTS OF CONTROL AND EXPERIMENTAL GROUPS - ACHIEVEMENT OF PRODUCTS AND OUTPUTS; | - OPINION POLLS, INTERVIEWS AND OBSERVATION — PARENTS AND PUPILS (ACTIVITIES DURING WORK AND RECREATION ETC.) |

* IT IS NOTED THAT ALL THESE RESULTS ARE SUPERVISED BY A TEAM MEMBER WITH AN ESTABLISHED PROGRAMME OF VISITS TO PARTICIPATING COLLEGES.

## TABLE 5

SYNTHESIS OF CRITERIA FOR THE EVALUATION OF OUTPUTS WITH ALTERNATIVE SOLUTION N° 1

## References


(1) See, for example, Kaufman R. A System Approach - A Redefinition. Occasional Paper No. 31. Centre for Needs Assessment and Planning, Florida State University, Tallahassee, Florida 1982.

(2) The OEM is explained in detail in Kaufman R. and Stone B., Planning for Organizational Success N. York: J. Wiley & Sons 1983.

(3) For example, in the ASCP-V (ex University of Chile now the University of Playa Ancha of Sciences of Education UPLACED) work was carried out in 1970-72 on the production of audiovisual material for TV classes of French on Channel 8 of the Catholic University of Valparaiso. Revise Boubet R. and Santander A. Pilot Plan for Tele-classes in a Foreign Language - A Chilean Experience. University of CHile, Valparaiso 1975.

(4) In this project one claims to elaborate and apply a methodology appropriate for teaching pre-primary pupils to read and discriminate the heterogeneous messages and the propaganda of television. Only the first stage was achieved and this consisted of a diagnosis of the pre-primary pupil ready for primary - transition pupil - in the position of viewer in the cities of Valparaiso and Vina del Mar with the work being coordinated by professors as guides for theists. See Reyes M. Elements for a Research Project in Educative Social Communication Directed to the Education of the Pupil Viewer. Work Document. Depto. Ed. 1982 UPLACED.

cfr. Educao de Telespectador: Pesquiza junto a pre-escolares chilenos etc. Marqies de Melo Jose, Sao Paolo, Brazil, Cortez 1983 (education of Televiewer: Research carried out with Chilean Pre-primary pupils, in "Theory and Research in Communication, Marques de Melo, Sao Paulo, Cortez 1983.

(5) The visit of Dr. F. Gutierrez, Director of the Latin American Institute of Pedagogy in Communication, invited to the then ASCP-V by OLEAC - UNESCO, made it possible to have the Seminar-Practical course "Family - TV - Child" with the participation of teachers, researchers and pupils. Gutierrez's work on family education for TV is ne of the few existing methods in Latin America to modify family behavior on the basis of TV.

(6) Horsfield, B. The Television Awareness Project. Goulburn, Riverina College, 1983.

(7) See Ryes, M. Education as a Dialogue. In Enfoques Educacionales Santiago, Universidad de Chile, No.6 1980. Also Education of the Televiewer in Perspectiva Educacional Valparaiso, UCV Education, No.2 1980.

(8) See Reyes, M. Proyecto Piloto para la Educacion de 1 Escolar-Telespectador Activo. Paper presented at the First Latin American Seminar on Education for TV Santiago, Chile, 1985.

(9) Horsfield B. Edition 1984 of TAP.

(10) See the complete course programme designed by Patricio Calderon and Miguel Reyes, 1984.

(11) See Primary Media Studies Teacher's Resource Book, Western Australia Education Department, 1983 page 5.

(12) Corban G. Report Mass Media Education K-12 Curriculum Project. Sydney N.S.W. Eduction 1983.

(13) Xuereb, Ch. Teaching Mass Media. Report, 1982.

(14) Jean Pierre Golay is the Director of the Centro de Iniciacion al Cine, Comunicaciones y Medios Audiovisuales del Departamento de Instruccion Publica, Lausanne, Switzerland. See his L'Education aux Media, Lausanne CIC 1982 (Media Education) in Aportes Teoricos y Apoyos Didacticos a la Educacion del Telespectador. Doc. 1. 1985 of the series of Documents on Pedagogy of the Social Communication MEdia, Department of Education UPLACED 1985.

(15) The material, prepared in module form, appears in Documentos de Pedagogia de los Medios de Comunicacion Social No. 2 with the title of A Method for the Demythification of TV 1985.

(16) The material and the methodology of the research are at present being published in the series of documents on Pedagogy and the Social Communication Media.